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ABSTRACT

A program was established to equip foreign adults with the necessary information, attitudes, and skills to survive in the urban world of work. Staff from the City College of New York worked in the Queens area of New York City to develop a program which included English as a second language (ESL) classes, world of work seminars, and employment-related counseling. The program provided three ten-week, forty-hour cycles of ESL instruction: (1) seminars on such topics as career choice and decision making, job search techniques, how to obtain licenses and foreign educational credentials, and the basics of self-employment; and (2) such supplementary activities as citizenship courses, tutoring, and translation and resume preparation services. Students, staff, and community advisors considered the program successful. Of 441 first year participants, 398 completed the program, 17 were referred for job placement, 85 were referred for further education, and 11 upgraded their jobs. Problems relating to staffing, overcrowding, and waiting lists developed because of lack of funds. Recommendations included increasing ESL instructional hours, offering specialized courses in other supportive areas, and providing social gatherings to enable students to practice English outside the classroom. (Description of the program is organized in such a way as to be useful as a handbook for developing similar activities. A final section contains program forms and evaluation instruments.) (MN)

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ED194784

WORK ORIENTATION PROGRAM FOR FOREIGN BORN/CULTURED ADULTS

PROGRAM HANDBOOK

Developed by:
The Division for Adult/Continuing Education*
York College of the
City University of New York

June, 1979

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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PREFACE

Beginning July 1, 1978, a program was funded by the New York State Education Department through a grant of federal funds under Title I of the Higher Education Act of 1965 designed to equip foreign adults with the necessary information, attitudes and skills to survive in the urban world of work. This program, entitled Understanding the World of Work, is currently being implemented at York College of the City University of New York in Jamaica, Queens.

Historically, Americans have taken generations to acclimate themselves to our society. Today, because of the complexities of current times, this process must be greatly accelerated if an individual is to make the kind of adjustment that will result in more than a marginal level of survival. Our modest program has had significant success in facilitating the acclimation of the foreign born to the local world of work, and we feel that such a program has special significance for any metropolitan community with a substantial foreign born population.

It is our aim with this handbook to delineate step by step how this program was developed and implemented so that others may follow and build upon our initiative. Each aspect of program development and implementation is explained in a clear and simple format with sample forms or examples attached wherever possible. It is our hope that through this handbook those individuals throughout communities in New York State who seek to address some of the survival needs of the foreign born will get a better understanding of the problems of the foreign individual as well as insight into programmatic solutions that may be developed to respond to their needs.

The authors of this handbook are grateful to all who assisted in developing and implementing the World of Work Program. Acknowledgement is made to the following:

Charles Graber, Associate State Administrator HEA, Title I, New York State Education Department for his enthusiastic response to our program, his unwavering support of our efforts, and his cooperation and guidance during the year.

Milton G. Bassin, President of York College of the City University of New York, for providing campus facilities, resources and support to the program.

The Administrative Staff of the Division for Adult/Continuing Education of York College for their guidance and support during the year in all program activities.

The foreign born staff of this program for their dedication and selfless assistance to the participants in the program and for their sensitive and compassionate response to the problems faced daily by these individuals.

All the program's participants who helped to create an atmosphere of warmth and enthusiasm and in doing so made the program a rewarding and exciting experience for all involved.

PROGRAM ABSTRACT

The borough of Queens, particularly southeast Queens, is increasingly becoming the chosen area of residence for many newly arrived foreign born/cultured individuals coming to this country from Cuba, Colombia, Peru, Argentina, Haiti, the Dominican Republic, Ecuador, Uruguay, Puerto Rico, the Philippine Islands, Vietnam and Greece, most of whom are either permanent residents or actively pursuing citizenship. Through contact with many of these individuals who came to the Division for Adult and Continuing Education seeking answers to some of their educational and employment needs, it came to our attention that there was an urgent need to develop a comprehensive, cost-free, accessible educational program for these population groups which would equip them with the necessary information, attitudes and skills to enter and survive in the New York urban world of work.

The goal of the York College project was to address the above need by developing and implementing a three-faceted work orientation training program for foreign born/cultured individuals. Central to the program was the offering of five (5) work oriented seminars developed around topics which addressed some of the particular employment difficulties these groups face.

Supporting these five core seminars was a series of basic ESL/Counseling courses to help the individual develop the basic language and communications skills necessary for survival in the world of work.

Through this program, the Division sought to assist foreign born/cultured individuals in their efforts to re-establish themselves economically, thereby improving their overall chance for optimum survival in a new culture.

PART I

WHAT WAS THE PROGRAM ALL ABOUT

A. WHY WAS THE PROJECT IMPLEMENTED?

The project was implemented to provide a basically cost-free community service to foreign adults residing in the Queens area to help them in their attempt to enter and survive in the New York urban world of work.

1. In what type of community did the project take place?

The project took place in the Jamaica Southeast Queens area of New York City. It is primarily a residential community populated by disadvantaged minorities, many of whom are of a foreign culture and/or newly arrived to this country. Of a population of about 600,000 residents approximately 20-25% are foreign born. Groups represented in this area included South Americans (Bolivians, Ecuadorians, Colombians, etc.), Haitians, Dominicans, Filipinos, Chinese, Greeks, Spanish, Italians, Russians, Portuguese, and Rumanians.

2. What were the particular needs of this community?

It had been the experience of the Division for Adult and Continuing Education at York College, in working with the foreign born population in Queens through its offering of English as a Second Language courses and formerly through its Small Business Institute, that the handicap experienced by these groups in "entering" and "surviving in" the urban world of work far surpassed their inability to speak the language. As a result of contact with many foreign born and foreign cultured students who came to the Division seeking admission to English courses as well as through contact with local community group representatives, what had become apparent was that knowledge of the language alone was not sufficient to help one successfully negotiate the world of work. More often than not, the person newly arrived in this country was handicapped in finding a viable means of employment not only by the language barrier but also by a general lack of knowledge and understanding in one of three major areas:

a. First, a substantial number of foreign born individuals come to this country with a broad range of educational credentials. Though formerly accepted in their own country as a doctor, nurse, or teacher, they do not have a clear idea of how to get their credentials recognized here. Thus, they are many times relegated to re-entering the system at a lower level than necessary, and are sometimes forced into taking years of schooling which are costly and very often unnecessary.

b. Many foreign born come to this country with skills that are recognized here, but because of their lack of knowledge cannot readily find similar areas of employment where they can capitalize on their established competencies.

c. Finally, there are many individuals who have acquired certain recognized skills in a given area in their own country but find that there is no similar avenue of employment here. In this case, the individual must find a way to transfer his acquired skills to a new area, and most often the newly arrived to this country lack sufficient knowledge of job families, job clusters and employment availability to effectuate such a transfer. Thus, coupled with the unfamiliarity of the language, the newcomer finds himself ill equipped to find suitable means of employment and settles for positions which offer him little opportunity for advancement and in many cases severely underutilize his talents.

3. What resources were already available to serve the needs of this community?

Resources that were already available to serve the needs of this community were:

a. ESL classes offered through continuing education departments of various 4 year and 2 year colleges.

b. Job training programs offered through various city and federal agencies.

c. Public and private job placement services.

d. Community, social and religious agencies who served a variety of survival and employment needs.

4. Why was an additional program needed?

Although as stated above there were services available to the foreign born population in Queens to assist them in a variety of areas, services were piecemeal, scattered and often required payment of fees which made them monetarily inaccessible for a large percentage of the population. Moreover, no program to date had been implemented in the area which addressed in an integrated, comprehensive manner the need of the foreign adult not only to learn the English language but also to become equipped simultaneously with information, attitudes and skills that would enhance their employability.

B. HOW WAS THE PROGRAMMATIC SOLUTION DEVELOPED?

The programmatic solution was arrived at through an assessment by staff of the Division for Adult/Continuing Education of:

1) The needs presented to the Division by foreign adults with whom they came in contact.
2) The presently existing services in the area.
3) The capacity of the College to deliver services to this population in a manner that would be relevant, low-cost, accessible and deliverable.

1. How were the needs identified?

The needs were identified through:

a. Contact with foreign born adults who enrolled in traditional ESL classes offered at the College.
b. Contact with foreign born adults who participated in the Division's small business institute.
c. Contact with community service agencies who worked with the foreign born population in the Queens area.

2. Who assessed and delineated the needs?

The needs were delineated by the staff of the Division for Adult/Continuing Education at York College.

3. What factors were considered in developing the program?

The factors considered in developing the program were:

a. The needs of the population.
b. The services that already existed.
c. The funding sources that were available to support development and implementation of the program.
d. The presently existing resources of the College.

4. What funding source was identified?

The funding source identified was Title I of the Higher Education Act of 1965, administered by the New York State Education Department.

C. WHAT PROGRAMMATIC SOLUTION WAS DEVELOPED?

A three-faceted comprehensive, cost-free accessible educational program was developed focussed on equipping foreign adults with the necessary information, attitudes and skills to enter and survive in the New York urban world of work.

D. WHAT WERE THE PROGRAM'S SPECIFIC DESIGN CHARACTERISTICS?

The program's design included:

1) ESL classes on the beginning, intermediate and advanced levels
2) world of work orientation seminars
3) employment related counseling

1. What was the program's goal?

The program's goal was to fully develop and implement a model bi-lingual community service work orientation program for individuals from a foreign culture focussed on entrance into and survival in the urban world of work.

2. What were the program's objectives?

In order to achieve the stated goal of the project both programmatic and management objectives were identified.

a. The programmatic objectives included:

1. Development of the necessary curriculum and related instructional materials for implementing ESL classes and work orientation seminars.
2. Selection and development of evaluation tools and procedures for assessing the process of the program as well as its results.
3. Implementation of three cycles of the work orientation program.
4. Establishment of a walk-in counseling center to aid program participants and other foreign born community residents with employment related problems.
5. Finalization of the model program package for possible replication.

b. The managerial objectives included:

1. Completion of institutional arrangements for classes, counseling, etc.
2. Staff selection
3. Staff orientation.
4. Establishment of appropriate community group, agency, and individual liaisons.
5. Establishment of a community advisory assessment board to assess the project in relation to its development, implementation and outcomes.
6. Solicitation, screening and selection of adult participants.
7. Completion of appropriate reports, evaluations, administrative tasks of supervision, etc.

3. **What were the program's major components?**

The program consisted of:

a. Three ten week, 40 hour cycles of ESL instruction.
b. Seminars offered during each cycle covering topics such as:
   1. Orientation to the world of work
   2. Career choice and decision making
   3. How to look for employment in the city
   4. What you need to know about licenses and getting foreign educational credentials validated
   5. The Basics of Self-Employment
c. Counseling provided at the beginning, during and at the end of the cycle.

4. **What were some of its supplementary components/activities?**

Some of the supplementary activities of the program were:

a. Citizenship courses
b. High School Equivalency classes in Spanish
c. Tutoring
d. Translation of educational credentials
e. Preparation of resumes
f. Awarding of certificates and accompanying festivities

E. WHO WERE THE PEOPLE INVOLVED IN THE PROGRAM?

The program was a cooperative effort on the part of a New York State government agency, a four year public liberal arts college in New York City, a variety of local and city wide community groups and agencies, and a population of foreign born adults who lived or worked in Jamaica, Queens, New York City and its surrounding areas.

1. **Who funded the program?**

The program was funded by the New York State Education Department under Title I of the Higher Education Act.

2. **Who implemented the program?**

York College of the City University of New York, Division for Adult/Continuing Education.

3. **Who were the original cooperating agencies?**

a. Southern Queens Park Association, Inc.
b. Office of Minority Business Enterprises
c. New York State Department of State
d. New York State Department of Labor
e. Aspira Educational Opportunity Center
f. Latin Student Movement
g. PRACA
h. Puerto Rican Education Task Force
j. Hispanic Labor Committee Job Development Program
k. Sacred Heart Church

l. Centro de Accion Puertorriqueño Hispano
m.Casa Social Cultural Ecuatoriana, Inc.
n. The Spanish Heritage Association, Inc.
o. North American Congress on Latin America

F. WHAT WAS THE COST OF THE PROGRAM?

The cost of the program was shared by the Federal government and York College.

1. What was the share contributed by the Federal government?

The program received a $51,000 grant through the resources of the New York State Education Department under Title I of the Higher Education Act.

2. What was the share contributed by York College?

York College contributed over $38,660 in support services, administrative services and tuition waivers.

3. What was the cost per participant?

The cost of the program per participant was originally estimated at $127.50; however, after final tabulations the cost per participant amounted to $56.60.

4. What was the program's cost to participants?

Tuition was cost free. A modest registration fee of $5.00 was charged for classes and seminars to motivate students and insure their commitment. As the demand to continue in the program beyond one cycle of instruction increased, students who wished to participate beyond the 10 week period were charged $25.00 to cover the cost of hiring additional instructors.

G. WHAT WAS THE RESPONSE TO THE PROGRAM?

The program received an extraordinarily enthusiastic response not only from the participants but also from the college and community at large.

1. How many people applied?

1,014 people applied.

2. How many people registered?

441 people registered over a one year period.

3. What was the ethnic breakdown of the participant population?

Ethnically the population broke down as follows:

a. South and Central American Countries	77.1%
b. Oriental Countries	19.5%
c. European Countries	3.4%

4. In what areas of New York City did participants live?

Participants resided in:

a. Jamaica, Queens
b. Richmond Hill, Queens
c. Flushing, Queens

d. Far Rockaway, Queens
e. Manhattan
f. Brooklyn

5. What countries did they come from?

They came from:

1) Colombia
2) Ecuador
3) Guatemala
4) Chile
5) Puerto Rico
6) El Salvador
7) Cuba
8) Dominican Republic
9) Venezuela
10) Honduras
11) Peru
12) Uruguay
13) Bolivia
14) Argentina
15) Panama
16) Haiti
17) Pakistan
18) Korea
19) Thailand
20) Taiwan
21) Persia
22) China
23) India
24) Hong-Kong
25) Philippines
26) Iran
27) Greece
28) Poland
29) Rumania
30) Portugal
31) Spain
32) Russia

6. What was the composition of the group professionally?

The composition of the group included 131 professionals representing 23 professions:

a. Lawyers	11
b. Accountants	18
c. Teachers	24
d. Nurses	10
e. Civil and Electronic Engineers	10
f. Pharmacists	8
g. Air Force Officers	8

h. Economists	6
i. Physicians	5
j. Reporters	3
k. Chemists	5
l. Artists	3
m. Business Administrators	7
n. Computer Programmers	2
o. Psychologists	2
p. Architects	1
q. Geographers	1
r. Biologists	1
s. Dentists	2
t. Ecologists	1
u. Librarians	1
v. Theologists	1
w. Designers	1
	131

7. Of those who attended, what was the proportion of men to women?

Women constituted 55% of the group, men 45%.

8. What was the average age of the participants?

Their average age was 38.

9. What was the employment pattern of the group?

	EMPLOYED	UNEMPLOYED	TOTALS	
PROFESSIONAL	81	49	130	
NONPROFESSIONAL	220	91	311	
	301	140	441	

Of the total number of participants (N=441), 130 or 30% were professionals. Of the 130 professionals, 81 or 62% were employed; however, only 6 were employed in their own professions.

Nonprofessionals constituted the majority of the group (70%). Of these 311 nonprofessionals, 71% were employed.

Of the total number of participants (N=441), only one individual was receiving public assistance (Welfare) although 140 or 32% were unemployed.

10. What was the response of the students, the college, and the community?

a. Student response: The students generally felt that the program was very effective. Over 200 individuals received services during the program's first cycle and with each subsequent cycle more students applied than could be accepted.

b College response: Members of the Division staff as as well members of other college departments responded enthusiastically to the program providing support to program staff in terms of information, translation of materials into various languages, assisting students in applying to colleges, and providing additional resources to the program.

c. Community response: Agencies sent letters praising the program and referred many students. Using this model, the local public library implemented a similar program with help from the program's staff.

PART II

HOW WAS THE PROGRAM IMPLEMENTED

A. HOW WAS THE PROGRAM STAFFED?

The program was staffed through a process that involved development of criteria for staff selection, recruitment, interviewing and selection. A full-time program coordinator and a full-time counselor were hired for the project as well as a series of part-time ESL instructors and several student aides.

1. How were full time staff recruited and selected?

a. Criteria were established for the types of individuals that would be needed to operate the program effectively. These included:

1) Ability to speak more than one language.
2) Ability to understand and respond to the problems encountered by foreign adults.
3) Knowledge and experience in the appropriate field (administration/counseling/curriculum development).
4) Ability to respond to supervision.
5) Willingness to maintain a flexible schedule.

The hiring of a person who was foreign born was desired; however this criterion was not a strict requisite for the full time positions available.

b. Various college and community sources were contacted to obtain referrals of appropriate individuals.
c. Resumes were screened and candidates interviewed.
d. Staff members were selected who met all of the established criteria as well as being foreign born individuals.

2. How were part-time teachers selected?

a. The Adult/Continuing Education Division received and reviewed resumes of teachers who applied for ESL teaching positions.
b. Interviews were conducted with applicants by the Coordinator of the program and the Division's Program Administrator.

3. How were support staff selected?

In order to maximize funds made available for support staff, a decision was made to employ student aides from the college population. Criteria for selection included:

a. Ability to communicate fluently in English and at least one other language, preferably Spanish.
b. Ability to handle telephone communication: taking a message, answering the phone, routing information appropriately, etc.
c. Ability to use various office machines.
d. Ability to relate to adults.

Candidates for positions were referred through the college placement office and were interviewed by the Project Coordinator.

B. HOW WERE THE STAFF ORIENTED?

Staff were oriented through a process that involved a series of highly structured meetings covering both clarification of the goals and purposes of the program as well as a step by step

analysis of the tasks that would be involved in program implementation.

1. Who oriented the staff?

a. Full-time staff were oriented by the Dean of the Division for Adult/Continuing Education and the Division's program administrator.
b. Part-time personnel and support staff were oriented by the project coordinator and the counselor.

2. What was covered in the orientation sessions?

a. Initial orientation focussed on:

1) precise identification of "what" the program was to accomplish.

a) informationally
b) attitudinally
c) skill wise

2) gathering of resource information on:

a) language instruction
b) seminar content
c) community referral sources

b. Subsequent orientation focussed on:

1) "how" to implement each aspect of the program most effectively:

a) ESL classes
b) seminars
c) counseling component

2) establishment of a priority of the tasks which would need to be accomplished for implementation.

(See attachment 1 for a list of those topics covered during orientation.)

C. HOW WERE THE PROGRAM ACTIVITIES IMPLEMENTED?

Program activities were implemented according to a schedule outlined in the original proposal. Each activity was designed as a step toward accomplishment of a specific program objective.

1. How were participants recruited?

The recruitment process involved:

a. Development of flyers, posters and other promotional material in several languages. (See Attachment 2 - program brochure.)
b. Distribution of this material for publicity to local community agencies, churches, restaurants, schools, the public library, etc.
c. Development and issuance of press releases in Chinese, English, Spanish, French, and Korean to foreign newspapers.
d. Mailing of promotional material to former students and others who had expressed interest in ESL classes.

2. **How were referral sources identified?**

Referral sources were identified through various publications, handbooks and materials that were available which listed agencies/groups that dealt with the foreign born population in the city. Additionally, local community, municipal, and state agencies were contacted to assist program staff in identifying potential referral sources.

3. **How were referral sources contacted?**

Prior to contacting any agency, a "contact form" was developed for recording of information received from each agency. (See Attachment 3 - agency contact form). Phone calls were then made to identify agencies by either the project coordinator or counselor. Once contact had been established, a follow-up letter was sent to the agency thanking them for the information provided and sharing with them literature about the work orientation program. Agencies were then categorized according to:

a. type of agency
b. service provided
c. resources available
d. assessment for future use

An initial list was developed of eighty agencies that were identified as potential referral sources.

4. **How were applicants selected?**

Eligible applicants were selected on a first come, first served basis. Those who were unable to enter the program's first cycle were placed on a program waiting list and contacted prior to the start of Cycle II.

5. **How were applicants registered?**

Students were registered through a process that included:

a. Use of an initial contact form. Any person who contacted the program was asked to provide the following information:

a. name
b. address
c. birth place
d. age
e. type of visa or residency
f. source where he learned about our program.

Section two of the form was for staff use and indicated the action taken with the individual. (See attachment 4 - initial contact form)

b. Administration of an ESL placement test: Oral and written examinations were used to determine the student's proficiency in the English language.

c. Conducting of an initial interview covering the following areas:

I. Personal Data
II. Educational Background
III. Work/Job Information
IV. Attitudinal Assessment

(See attachment 5 - initial interview form)

d. Completion of a registration form containing the following information:

a. personal data
b. payment of registration fee
c. class assignment
d. date of classes
(See attachment 6 - registration form)

e. Issuance of receipts (for individual and program record-keeping purposes).

6. **How was each program component implemented?**

a. ESL CLASSES

1. How was the ESL work orientation curriculum developed?

The curriculum was developed by the project coordinator who reviewed certain presently existing material on teaching ESL as well as material available on development of certain job hunting and employment related skills. Through this process guidelines were established for implementation of the ESL classes which were shared with the instructors prior to the beginning of the class sessions. From these guidelines, individual instructors were able to prepare course outlines and lesson plans geared to their students level of English speaking ability.

2. How was material selected?

Teachers were encouraged to select from a variety of books with which they were familiar and which would be effective in helping students acquire language skills rapidly.

The following material was used in the program:

a. Class textbooks, teacher's manuals, student's workbooks:

1. Beginners' level:
Lado English Series (New Edition) Book 1, Workbook I
English for International Communication - Book 1, Workbook 1
2. Intermediate Level:
Lado English Series (New Edition) Book 3, Workbook 3
Oxford Picture Dictionary of American English
3. Advanced level:
English for International Communication, Book 5, Workbook 5

b. Supplementary material:

1. Beginners' Level:
Oxford Picture Dictionary of American English
10 Steps
Telezonia

Talking With People
Cursive Alphabet
Flash Pictures
English Through Songs
Jazz Chants
Visual Aids for English As A Second Language

3. How were classes scheduled?

Classes were scheduled as follows:

First cycle: 10 weeks: Oct. 5 - Dec. 14, 1978
Evening classes: Tuesday and Thursday from 7:00-9:00 P.M.

Second cycle: 10 weeks: Jan. 23 - Mar. 29, 1979
Evening classes: Tuesday and Thursday from 7:00-9:00 P.M.

Third cycle: 10 weeks: April 17 - June 21, 1979
Evening classes: Tuesday and Thursday from 7:00-9:00 P.M.

4. Where were classes located?

The classes were located at:

York College
Division for Adult/Continuing Education
150-14 Jamaica Avenue
Jamaica, New York 11451
Tel: (212) 969-4175

5. How were classes taught?

Classes were taught using a variety of methods stressing the aural-oral approach (listening and speaking):

a. contextualization: placement of all new structures and vocabulary in meaningful contexts.*
b. Drills: both oral and written, stressing vocabulary building and pronunciation:
   a. substitution drills
   b. transformation drills
   c. combination drills
   d. mixed substitution and transformation drills
c. Visual approach: pictures used along with words to introduce new material, or to clarify already familiar material
d. Role-playing: job interviews, impromptu dialogue between students, etc.
e. Other supplementary activities, depending on the level of the class:
   a. filmstrips
   b. short movies
   c. telephone teletrainer (lent to the program by the New York Telephone Company)
   d. songs and games

*Whenever possible, the environment of the world of work was simulated in the classroom to prepare students for anticipated employment: occupational confrontational situations such as job interviews, follow-up phone calls, etc.

f. Homework was assigned frequently, either in the form of:
   a. exercises in workbooks or
   b. staff prepared material.
g. Language Laboratory (available from 9-5 P.M.).

6. How were classes supervised?

   Classes were supervised through:

   a. periodic visits from supervisor and counselor
   b. follow-up feedback to teachers
   c. individual conferences with instructors

7. How was absenteeism handled?

   Absences were followed up immediately by phone or by mail.

   a. When a student could not be contacted by telephone, a letter was sent in the individual's native language requesting an explanation for the absence. A pre-addressed form was sent along to be filled in by the participant (See attachment 7 - Absentee form)
   b. Similar forms were sent to dropouts to find out why the student stopped attending classes.
   c. Messages were sent through friends or relatives who were attending the program.

b. WORK ORIENTATION SEMINARS

1. How was the seminar curriculum developed?

   The seminar curriculum was developed by the administrative staff of the Division through staff input based on the identified problem areas of the population.

   Outlines of the content of each seminar were prepared under the guidance of the Dean of the Division. (See attachment 8 - Example of seminar curriculum outline)

   The following format was used:

   I. Goals
   II. Objectives:
      A. Information
      B. Attitudes
      C. Skills
   III. Techniques/Methodology
   IV. Evaluation
   V. Rationale

2. How were the seminars scheduled?

   a. During the first and second cycle seminars were scheduled on Saturdays from 10:00 a.m. to 1:00 p.m.
   b. During the third cycle seminars were held on Wednesday evenings from 6:00 to 9:00 p.m.

3. How were the seminars taught?

   Depending on the composition of the group attending a particular seminar, they were taught both in English and Spanish, often dividing the class into two groups. Various

teaching aids were used to enhance the seminars:

a. Visual aids, transparencies, posters, films, role-playing, use of resource people (invited guests), supplemented instruction.
b. Folders were prepared beforehand with hand-outs and supplementary material, both in Spanish and English.
c. The following films were included in the program:

"Jobs for Women: Where Are You Going Virginia?"
"Jobs for Men: Where Am I Going?"
(CLMT Board of Education City of New York)
"Fengi Incorporates" (New York State Department of Commerce)
"The Right Location" (New York State Department of Commerce)
"Anything You Want To Be" (New York Telephone Company)

c. COUNSELING COMPONENT

1. How was the counseling strategy developed?

Following an analysis of what the program sought to accomplish and considering the counseling resources available, a decision was made to focus counseling efforts on employment or educationally related issues. Those participants needing counseling in other areas were referred to appropriate agencies.

2. How was the counseling scheduled?

a. Individual counseling was available by appointment as well as on a first-come first-served basis.
b. In addition to regular daytime hours, the office was open late one evening a week in order to accommodate students who could not come during regular business hours.

3. How were referrals handled?

To insure that individuals received services they needed:
a. Telephone calls were made to referral agencies to help pave the way.
b. A counselor sometimes accompanied the student to an agency to help cut red tape.
c. Referral letters were sent along with each individual.
d. Follow-up calls were made to make sure the needed service or resource had been provided.

d. SPECIAL ACTIVITIES

1. How were special activities selected?

The special activities were selected on the basis of participant request. As a result of the atmosphere of respect and concern which permeated the program, individuals felt free to come to staff with requests or suggestions for extra services. Thus additional needs began to be clearly identified.

2. How did they support/enhance the program?

Through the activities selected students began to develop a strong sense of camaraderie which reduced their feelings of loneliness and frustration. Furthermore, activities such as a high school equivalency preparation class and the citizenship workshops provided students with needed information and skills.

3. How were they scheduled?

Certificate presentation ceremonies and festivities were scheduled at the end of each cycle. Other special classes and workshops were scheduled periodically throughout the year. Announcements of each activity were printed and distributed to all present and former students in the program.

D. HOW WAS THE PROGRAM ADMINISTERED?

The program was fiscally administered by the Research Foundation of the City University of New York. All program administration and supervision was handled through the Division for Adult/Continuing Education at the College.

1. How was the budget handled?

All purchasing payroll and contracts were handled through the Research Foundation of CUNY which issued monthly printouts on the status of the program budget to the Project Coordinator. Records of all items, purchases, etc. were also kept internally to maintain accurate ongoing budget management.

2. How were records kept?

a. Daily logs were kept of all program activity.
b. Documents, correspondence, counseling material, etc. were copied and appropriately filed.

3. How was reporting accomplished?

Reports were completed every six weeks according to guidelines established by the New York State Education Department.

4. How were financial limitations addressed?

A funding campaign was started in an effort to obtain additional financial support for the program.

a. A list of foreign banks was compiled. Telephone calls were made to get needed information including:

   1. name of person in charge of Public Relations
   2. the availability of funds to support community programs.

b. A letter and program abstract were sent to foundations and corporations explaining the purpose of the program and the need for support.

c. The New York Telephone Company responded offering material resource support in the form of career materials, pamphlets, and access to files and equipment free of charge. Films were also available from their Film Library.

d. ABC responded and indicated that they were interested in the program and would consider making a contribution.

E. HOW WAS THE PROGRAM EVALUATED?

Program evaluation focussed on the results of the program as well as its processes. All program staff and each individual program component were evaluated.

1. Staff

a. How were full-time staff evaluated?

The full-time staff were evaluated every six months utilizing an internally developed staff evaluation form which assessed the individuals performance with respect to:

1. Program/Job Knowledge
2. Job Performance
3. Work Habits
4. Relationship with others
5. Professional Growth and Development
6. Significant Strengths
7. Significant Weaknesses

(See attachment 9 - Personnel Evaluation Form)

Evaluations were discussed in a supervisory conference held with the Dean of the Division for Adult/Continuing Education.

b. How were instructional staff evaluated?

The instructional staff were evaluated through observation of classes by the Project Coordinator. Observations were then shared with each teacher, and overall performance was assessed using the Division's personnel evaluation form.

c. How were student aides evaluated?

Student aides were evaluated using the personnel evaluation form within the context of a supervisory conference with the project coordinator.

2. Instructional Component

a. How were classes evaluated?

Four sources of evaluation were used to determine class effectiveness:

1. Participant reactionnaires completed at the end of each cycle.
2. Program Coordinator and Counselor class observation
3. Participant feedback during the course of the cycle.
4. Testing of participant mastery of the material presented.
5. Teacher Evaluation of Program

(See attachments 10, 11, 12, 13, 14 - Sample questionnaires - reactionnaires and evaluation forms)

b. How were seminars evaluated?

Sources for seminar evaluation included:

1. Participant reactionnaires completed at the end of each seminar.
2. Staff discussions and assessment following each seminar.

3. Counseling Component

a. How was counseling evaluated?

Counseling was evaluated through use of a pre and post interview and assessment to determine participant attitudinal changes. Other sources of evaluation included participant feedback and follow-up contact with referral agencies regarding participant progress.

4. Special Activities

Special activities were evaluated through:

a. Post-activity staff assessment.
b. Participant comments and feedback.

PART III

WHAT WERE THE PROGRAM'S RESULTS

A. WHAT WERE THE RESULTS OF THE ESL COMPONENT?

Over 300 individuals completed a full 10 week cycle of ESL classes in which they began to develop language and business communication skills that would enhance their employability and ultimately improve their chance for optimum survival in a new culture.

1. How many students completed* Cycle I of the program?

   Of the 101 students who registered, 86 students completed Cycle I.

2. How many students completed Cycle II?

   Of the 163 students who registered, 111 students completed Cycle II.

3. How many students completed Cycle III?

   Of the 165 students who registered, 151 students completed Cycle III.

B. WHAT WERE THE RESULTS OF THE WORK ORIENTATION SEMINARS?

Through the work orientation seminars a significant number of individuals were able to receive information on job availability, learning how and where to look for employment; getting help validating their credentials and becoming more aware of what is needed to establish and maintain a successful small business in this country.

1. How many students completed appropriate seminars**?

   330 students completed appropriate seminars.

C. WHAT WERE OTHER OBJECTIVE PROGRAM RESULTS?

Participation in the total program resulted in students continuing their education, finding better jobs, and learning new skills.

1. How many students were referred for job placement?

   While the emphasis of the program was not on job placement, 17 individuals were referred for job placement.

2. How many students were referred for further education?

College	31
Vocational Training	14
Enrolled for G.E.D.	19
Received their G.E.D.	21
	85

3. How many students upgraded their present positions?

   11 students upgraded their jobs.

*Certificates of completion were awarded only to those students who had an attendance record of 80 percent.

**Since all students were not interested in every topic, students were advised to attend seminars which were particularly relevant to their needs.

D. WHAT WERE SOME OF THE CHANGES PERCEIVED IN INDIVIDUALS AS A RESULT OF THE PROGRAM?

Many positive changes were perceived in students:

1. Students became familiarized with English terminology, particularly with vocabulary related to the world of work.
2. Students developed the following skills: job hunting, filling out applications, applications for validation of foreign credentials, applications to open your own business, etc., handling a job interview, searching for a job in the city of New York, composing a resume, etc.
3. Students developed greater confidence in themselves and their ability to function in this culture.
4. Students aspired to continue their education either in college or in an appropriate job training program and/or began to identify various career objectives.

E. HOW DID STUDENTS FEEL ABOUT THE PROGRAM?

Feelings of openness and warmth permeated the program:

a. Many participants chose to continue in the program beyond one ten-week cycle.

b. All felt the staff were genuinely dedicated to helping them as demonstrated by active participation in all program activities.

F. HOW DID THE STAFF FEEL ABOUT THE PROGRAM?

The staff felt it was a most successful program, and saw the great need to help these individuals in a compassionate and realistic manner. There was good rapport between the staff and participants; between the instructors and participants; and between staff and the college at large.

G. HOW DID THE COLLEGE FEEL ABOUT THE PROGRAM?

The College was enthusiastic about the response to the program and appreciated the opportunity to extend its services to this community population in a manner which appeared to address their needs.

H. HOW DID THE COMMUNITY FEEL ABOUT THE PROGRAM?

Members of the program's Community Advisory Assessment Board worked enthusiastically with the project during the past year. Each group represented on the board approved of the program's content and its manner of operation. In fact, during the coming year, the Public Library in the area has asked the College to incorporate the library's classes into the Work Orientation program so that York would be able to extend presently existing services.

PART IV

CONCLUSIONS

A. WHAT WERE SOME OF THE PROBLEMS ENCOUNTERED IN THE PROGRAM?

In general most problems encountered in the program resulted from the limited financial resources available to meet student needs. Specifically:

1. Staffing
   Lack of funds for adequate support staff burdened the two full-time staff members with many chores that would normally be assigned to an administrative assistant.
2. Instruction
   Lack of funds limited substantially both the number of classes and the number of class hours per cycle. Moreover no funds were available to provide students with individual or small group tutoring when needed.
3. Students
   As word about the program spread, more and more students sought to enter the program and with the limited resources available, over 100 people had to be placed on waiting lists each cycle.

B. WHAT WENT WELL?

The program as designed went smoothly. More specifically:

a. The publicity campaign was effective in recruiting program participants.

b. The staff selected were particularly effective as both the coordinator and counselor were foreign born persons themselves who knew through personal experience the hardships encountered by individuals who were attempting to adjust to a new culture.

c. The atmosphere created in the program was one of mutual respect. People developed more positive feelings about themselves as well as a better understanding of each other's culture and problems.

d. Instructional activities not only equipped students with basic language and job seeking skills but provided them with increased motivation to continue their education or training.

e. Counseling was conducted in a manner that dignified individuals, and addressed their needs for employment orientation and support services.

f. Special activities selected addressed students needs for information as well as for socialization.

C. WHAT WENT POORLY?

Certain aspects of the program had to be modified during the year and will be further developed in the future.

1. Placement testing was inadequate and did not provide instructors with sufficient information to make appropriate judgements as to the person's level of English speaking ability.
2. Class sizes were too large, particularly on the beginner's level, thus limiting the opportunity for individual practice.
3. Certain seminar curricula particularly in the area of career choice and decision making appeared too theoretical for the population addressed and did not meet their needs.

4. Seminar participants came from a variety of educational backgrounds, had different levels of language skills, and had diverse occupational goals. Thus implementation of the seminars was "extremely challenging" and necessitated certain reorganization during the year to overcome these hurdles.

D. WHAT ARE THE RECOMMENDATIONS FOR THE PROGRAM?

After reviewing the results of this year's initiative, the following recommendations are proposed to enhance program effectiveness:

1. An increase in the ESL instructional hours.
2. Assignment of tutors to participants who speak little English.
3. Offering of specialized courses in other supportive areas.
4. Development of a new placement test for ESL classes.
5. Inclusion of additional informal social gatherings for participants to practice English outside the classroom and to give them more exposure to individuals from different cultures than their own.
6. Provision of occasional assembly programs where individuals could gather to view films or engage in discussions of common concern.

PART V

WHAT IS THE PROGRAM'S FUTURE

A. WHERE IS THE PROGRAM GOING NEXT YEAR?

It is anticipated that if sufficient funding can be secured ($75,000 - $100,000) there would be:

1. An increase in the number of weekly ESL contact hours.
2. An extension of the number of sessions per cycle.
3. Specialized instruction offered in technical vocabulary for professionals seeking to pass New York State licensing examinations.
4. Inclusion of a tutorial component.
5. Refinement of the seminar curriculum with a view towards development of self-instructional materials.
6. Provision of additional workshops and classes in other support areas.

B. WHAT SUPPORT IS ANTICIPATED UNDER TITLE I?

A proposal was submitted to the New York State Education Department this winter that has recently been funded for 1979-80 which will provide funding at a level of $55,000.

C. WHAT OTHER SOURCES OF SUPPORT ARE BEING INVESTIGATED?

Presently other state, federal and private business and foundation sources are being investigated for possible funding support. To date we have received support from the Queensborough Public Library and will work with them during the coming year to incorporate their existing 8 ESL classes into the total program.

D. WHAT IS THE PROGRAM'S POTENTIAL FOR MOVING INTO OTHER AREAS?

Student interests and needs indicate that the program could move into such areas as:

1. Parenting
2. Citizenship
3. High School Equivalency
4. Development of a special educational advisement component

We hope this Handbook will be useful to others who wish to provide assistance to an ever growing foreign population. The United States is a nation formed of peoples who fled oppression, seeking freedom of thought, speech, and worship. It is only through mutual understanding of the "ethnic melting pot" that our nation will continue growing and strengthening morally and economically.

We appreciate the timely guidance and support of York College, and particularly of the Dean of the Division for Adult and Continuing Education and the Program Administrator. We are thankful for the time and dedication of the staff, the instructional faculty and the participants themselves, for without them there would be no UNDERSTANDING THE WORLD OF WORK PROGRAM.

EXHIBITS

The following is a list of exhibits that have been referred to in the text itself. Directly following this list are the actual attachments.

Attachments:

1. Orientation Topics
2. Brochure describing the program
3. Agency Contact Form
4. Initial Contact Form
5. Initial Interview Form
6. Registration Form
7. Absentee Form
8. Sample of Seminar Curriculum
9. Personnel Evaluation
10. Participant Reactionnaire
11. ESL Reactionnaire (English version)
12. ESL Reactionnaire (Spanish version)
13. Program Evaluation Form
14. Teacher Evaluation of Program

ATTACHMENT 1 - ORIENTATION TOPICS

1. The initial orientation focused on:
   a. Precise identification of "WHAT" the program was to accomplish with respect to the acquisition of
      1) information
      2) attitudes
      3) skills
   b. Development of a broad list of community groups and resources to be used for recruitment
   c. Outlining the types of informational material needed for the seminars
   d. Outlining the questions that would need to be included in a student interview
   e. Outlining the types of counseling that would be offered to program participants. (It was determined that counseling should be employment related rather than delving into personal individual, family problems)
   f. Preparation of a job description for support staff
   g. Reviewing the program schedule relative to projection of dates for the beginning of classes
2. During the series of orientation meetings which followed other agenda items covered included
   a. Development of a phone contact questionnaire
   b. Selection of agencies to be contacted
   c. Discussion of an appropriate title for the program
   d. Preparation of follow-up letters to the cooperating agencies
   e. Discussions and preparation of a pre and post interview for prospective students
   f. Review of activity schedule
   g. Development of seminar curriculum
   h. Selection of Community Advisory Assessment Board

Subsequent orientation focussed on: how to implement each aspect of the program most effectively. The following is a list of the activities that were necessary to implement the program:

   a. Review of the previously developed work orientation curriculum for possible inclusion in the ESL program, counseling program, and seminar presentations
   b. Review of presently existing career choice information for inclusion in the seminar presentation
   c. Preparation of program informational literature
   d. Preparation of press releases to local foreign newspapers in the following languages: Chinese, Spanish, French, Korean, and English
   e. Mailing of brochures to former students and students in waiting list.
   f. Personal visits by the staff to local institutions to give them posters and informational material about the program. The following were visited:

      The American Council for Emigres in the Professions
      The National Scholarship Fund for Americans of Spanish Origin (LULAC)
      ASPIRA of New York
      The International Rescue Committee, Inc.
      The Community Council of Greater New York

The Department of Consumer Affairs
Lutheran Immigration and Refugee Service
Queens Borough Public Library
Project COPE (Fresh Start Training Program)
Opportunities Industrialization Center
Social Services Office (Welfare)
National Puerto Rican Forum
Hispanic Labor Committee (Job Development Program)
Manpower
Women's Center

g. Internal memo to the different departments of York College announcing our program
h. Letters requesting informational material for the seminar titled "What You Need To Know About Licenses and Foreign Educational Credentials"
i. Hiring of ESL instructors. Selection of ESL written and oral placement English test
j. Further publicity of the program through press releases to Haitian, Italian and Portuguese newspapers.
k. Selection of resource material available for free distribution to participants in seminars, as follows:

Your Business - Su Negocio
How to Get a Job (ARMCO)
How to Prepare Yourself for Job Interviews (Job Service)
Making the Most of Your Job Interview (New York Life)
Which Job Training Will You Choose? (Consumer Education)
The Pocket Guide to Choosing a Vocational School (FTC No. 13)
Can I Get The Job? (GM)
Facing Facts About Preparing For Your Future (Prudential)
How To Choose A Career (NATTS)
Helpful Hints for Young Job Seekers (Western Electric)
How To Get and Hold the Right Job (NYS Employment Service)

l. Selection of volunteers to do the following:

1. handle phone calls in native language (Chinese, French, etc.)
2. help with posters and attendance chart; call absent students
3. help in resource room

m. Screening of students for placement in ESL classes
n. Selection of guests for our seminars

Attachment 3
Agency Contact Form

YORK COLLEGE FOREIGN-ORIENTED WORK PROGRAM

Date of phone contact: ----------

Name of institution: ------- ----------

Type of organization: ----------

Address: ----------

Phone #: ----------

Name of person in charge: ----------

Contact person: ----------

Nationality of members: ----------

Publications, newsletters, etc. (if any): ----------

Mailing list: Yes-------- No------- Available for use----------

Referrals: 1. Name of organization:
Phone #:
Address:
Person in charge:

2. Name of organization:
Phone #:
Address:
Person in charge:

3. Name of organization:
Phone #:
Address:
Person in charge:

Questionnaire: Answered---------- Did not answer----------

Other comments:

Assessment: Not good------- Fair------- O.K.------- Very Good------- Superb-------

Name of person making phone call: ----------

Follow-up letter sent: ----------

INITIAL CONTACT FORM

Name: _____

Address: _____
(Street) (Apt.#) (City and State) (Zip Code)

Telephone: _____ Birth Place: _____

Age: _____ Type of Visa: _____

How did you learn about this program? Newspaper_____ Counselor _____

A friend _____ A former student_____ Other: Specify: _____

ACTION TAKEN:

English as a Second Language Foreign Work Program _____ ☐

Foreign Work Program Seminars _____ ☐

High School Equivalency in English _____ ☐

High School Equivalency in Spanish _____ ☐

English as a Second Language Tuition Course _____ ☐

Other: _____

Referred to: _____

_____
Counselor

_____
Date

Attachment 5
Initial Interview Form

INTERVIEW FORM

DATE: _____

I. Personal Data:

Name of the applicant: _____

Address: _____
Borough Zip Code

Telephone No.: Home_____ Work_____

Place of Birth: _____ Age: _____ Marital Status:_____

No. of dependents: _____ Years in U.S.A. _____ Months: _____

Citizenship: U.S.A. _____ In process: _____ Type of Visa: _____

Reason for Departure: Educational___Economic___Political _____
Marriage _____

II. Educational Background:

Last grade completed _____ Country: _____ Degree:_____

Special training, trade:_____Country:_____

Benefits from and use of that degree, trade, training in U.S.A.:

_____

III. Work/Job Information:

Place of Employment:_____

Present Position:_____Salary:_____

Spouse Salary:_____Other income:_____

For how long?_____

Schedule:Days: From:_____to____Hrs. From _____ to _____

Previous position held in your country:_____Salary:_____

For how long: _____

Problems faced in the job: Language_____Skills____Training_____

Number of times job terminated:_____ For how long?_____

Long-range career, job, occupation goals: _____

_____

Short-range career, job, occupation goals:_____

_____

COMMENTS: _____

_____

_____

_____

IV. Pre-Interview Questions

1. To what extent are you optimistic about your future expectations, such as being promoted, learning English, getting a better job, getting along with people?

   not at all ____a little____somewhat____very much____a lot____

2. To what extent do you feel you are prepared for working for yourself (buying and starting your own business)?

   not at all ____a little_____ fairly prepared _____

   quite prepared _____ very prepared _____

3. To what extent do you feel confident about your abilities in career choices and decision making?

   not confident _____ a little confident _____ confident ____

   quite confident _____ very confident _____

4. To what extent do you feel you know about education validation of credentials in New York City?

   not at all_____ a little _____ somewhat _____ pretty much ____

   a lot _____

5. To what extent do you feel you know about validation of job licensing in New York City?

   not at all ____ a little ____ somewhat _____pretty much _____

   a lot _____

6. To what extent do you feel you are familiar with the opportunities offered by York College or other educational institutes?

   not all all ____ a little _____ fairly familiar _____

   quite familiar _____ very familiar _____

7. How well do you feel you speak and understand English?

   poor____fair____O.K.____very well____excellent____

8. How interested do you think you will be in the Orientation Work Program?

   not at all____a little____somewhat____very much____a lot ____

Pre-Interview Questions (cont.)

9. To what degree do you feel your limitations in the job frustrate you?

not at all____ a little_____somewhat____pretty much___very much____

10. To what degree do you feel your English limitations in daily life frustrate you?

not at all___a little ___somewhat____pretty much___very much_____

V. Pre-Interview Assessment

Please assess the foreign applicants in regard to the following criteria:

1. English Skills	none at all	poor	fair	very good	excellent
Communication	1	2	3	4	5
Understanding	1	2	3	4	5
2. Employment Knowledge					
Job Search Techniques	1	2	3	4	5
Decision Making	1	2	3	4	5
How to look for a job	1	2	3	4	5
Self-Employment	1	2	3	4	5
Validation Credentials	1	2	3	4	5

3. Age:

4. Citizenship Status:

5. Residence in Queens (How long?)

Placement level: No Eng. _____ Beg. _____ Int. _____ Adv. _____Sem._____

COMMENTS: _____

_____

_____

VI. Post-Program Evaluation Questions

1. To what extent do you feel now you are optimistic about your future expectations such as being promoted, learning English, getting a better job, getting along with people?

   not at all_____a little_____somewhat_____very much_____ a lot ____

2. To what extent do you feel you are prepared for working for yourself (buying and starting your own business?)

   not at all ____a little____ fairly prepared _____

   quite prepared _____ very prepared _____

3. To what extent do you feel confident now about your abilities in career choices and decision making?

   not confident_____ a little confident _____ confident _____

   quite confident _____ very confident _____

4. After having attended the Orientation Work Program, to what extent do you feel now that you know about education validation of credentials?

   not at all ____ a little ____ somewhat _____ pretty much _____

   a lot _____

5. After having attended the Orientation Work Program, to what extent do you feel now that you know about job licensing in New York City?

   not at all ____ a little ____ somewhat ___ pretty much ____

   a lot _____

5. To what extent do you feel you are familiar now with the opportunities offered by York College or other educational institutes?

   not at all ____ a little ____ fairly familiar _____

   quite familiar _____ very familiar _____

7. After having attended the Orientation Work Program, how would you grade yourself now in communicating and understanding English?

   poor_____ fair____ O.K.____very good _____ excellent_____

8. What level of information and skills do you feel you have learned in the Orientation Work Program?

   none____a little____some____pretty much____ a lot ____

Post-Program Evaluation (Cont.)

9. After having attended the Orientation Work Program, to what degree do you feel now your limitations in the job frustrate you?

   not at all ____a little____somewhat____pretty much ____

   very much ____

10. After having attended the Orientation Work Program, to what degree do you feel now your English limitations in the daily life frustrate you?

    not at all ____a little____somewhat____pretty much ____

    very much ____

VII. Post-Interview Assessment

Please assess the foreign applicants in regard to the following criteria:

	not at all	a little	somewhat	quite a bit	a whole lot
Do you feel the participant is aware of having achieved enough skills from the Orientation Work Program to survive in the world of work?	1	2	3	4	5
2. Do you feel the participant has changed and enriched his attitudes by having attended the Orientation Work Program?	1	2	3	4	5
3. Do you feel the participant has gained the necessary information to be prepared for entering the world of work?	1	2	3	4	5

COMMENTS: _____

_____

_____

Interviewed: _____ Date:_____

Attachment 6
Registration Form

Y O R K C O L L E G E
CITY UNIVERSITY OF NEW YORK
Division for Adult and Continuing Education

UNDERSTANDING THE WORLD OF WORK (A Program for Foreign Adults)

REGISTRATION FORM

DATE: _____ _____

NAME: _____
(last name) (first) (middle)

ADDRESS: _____
CITY STATE ZIP CODE

TELEPHONE NUMBER: _____(home)

_____(work)

AGE: _____ U.S. Citizen: _____Permanent resident:A_____
(green card number)

SOCIAL SECURITY NUMBER: _____

COUNTRY OF ORIGIN: _____

REGISTRATION FEE: $____ for ESL courses: beginners _____

intermediate _____

advanced _____

SEMINARS: $____

- ORIENTATION TO THE URBAN WORLD OF WORK _____
- CAREER CHOICE AND DECISION MAKING _____
- HOW TO LOOK FOR EMPLOYMENT IN THE CITY _____
- WHAT YOU NEED TO KNOW ABOUT LICENSES AND FOREIGN EDUCATIONAL CREDENTIALS _____
- THE BASICS OF SELF-EMPLOYMENT _____

AMOUNT PAID: $_____ ASSIGNED: _____(date)

CLASS ASSIGNMENT: _____ DAY: Tuesdays and Thursdays _____

ROOM : _____ Wednesdays: _____

Other: _____

TIME: 7 to 9 p.m. _____

6 to 9 p.m._____

Attachment 7
Absentee Form

ABSENTEEISM CONTROL FORM

Instructor:_____ _____ ESL_____ SEM._____

Name of Student: _____

Address: _____

Tel:_____Home

Tel:_____Work

Date of Absenteeism:_____

Reason:_____

_____

Contact made by:_____

Date:_____

UNIT III: HOW TO LOOK FOR EMPLOYMENT IN THE CITY

I. GOALS:

1. To explore with participants ways in which information about employment can be obtained.

or To familiarize students with the normal channels of information of looking for a job in the city of New York.

2. To familiarize students with the terms (vocabulary) they'll come across when reading want ads and job application forms.

3. To help students distinguish between an employment agency and a vocational counseling service.

4. To provide participants with a list of local and city public and private employment agencies.

5. To provide participants with a list of local and city vocational counseling services.

6. To teach participants how to write a professional resume (personal fact sheet).

7. To familiarize students with the job interview.

8. To teach students how to project a good impression while being interviewed.

9. To analyze what to do at the end of an interview.

10. To practice filling out a job application.

II. OBJECTIVES:

A. Information - key concepts

1. Information about employment can be obtained by different means:

a. read the newspapers want ads.

b. go to an employment agency.

c. see a career or vocational counselor.

d. take a vocational test.

e. visit the local library (check resource information about careers).

f. check vacancies posted on bulletin boards at educational institutions, local stores, employment agencies, etc.

g. a personal visit to the firm, company or institution you would like to work for.

h. by word of mouth (through friends or family).

2. To explain the meanings of abbreviations in the want ads section of the newspaper in the following career clusters:
    1) health careers
    2)media-communications careers
    3)public service careers
    4) business careers
    5) fine arts-humanities careers
    (see enclosed sheets)

Look in the classified sections in both local and city-wide newspapers.

3. To define "employment agency" and "vocational counseling":

    a. private employment agencies: they charge a fee (see enclosed list)

    b. city , state and federal employment agencies: free. They provide the following services:
        a) referral to jobs
        b) counseling
        c) testing
        d) vocational choice
        e) training referral
        f) improvement in employability

    c. vocational on-the-job training agencies: student receives a stipend while being trained; usually he is also placed on a job
        a) church or synagogue sponsored
        b) federally funded (for minorities)
        c) city or state funded

4. To learn how to prepare a resumé. One that clearly presents your:
    a) work experience
    b) educational background
    c) job goals (career goals)
    d) hobbies
    e) references
5. To review the steps to be followed when going for a job interview:
    a) know something about the firm or company that is interviewing you
    b) check your personal appearance:
        1) neat (no heavy makeup)
        2) clean
        3) dressed properly
        4) hair combed
    c) go to the interview alone
    d) arrive early
    e) be alert during the interview
    f) think before answering
    g) bring a fact sheet (resume)
    h) try to answer accurately and tactfully

(Give participants brochure from the New York State Employment Service "How To Prepare Yourself For Job Interviews".)
Other brochures that are available upon request:
Which Job Training Will You Choose?
Making the Most of YourJob Interview
How To Get a Job...
Can I Get The Job?

6. The interview itself: role-playing.

7. Applying for a job:

   1. writing the letter to apply for a job: a tailored letter (cover letter)
      a) an opening grabber
      b) self-interest appeal
      c) examples
      d) the closing (see sample letter of application)

   Be careful about 3 things:
      1) type - do not handwrite
      2) follow standard business form
      3) use plain white stationery

   2. filling in a job application - blank application form given to student to be filled in in class

8. The follow-up interview:
      1) receiving a job offer
      2) finding out or rechecking job conditions; line of advancement; the company's policies; salary reviews, etc.
      3) accepting or rejecting a job offer

B. ATTITUDES:

1. To develop an awareness of the need for employment orientation in an unknown (foreign) city.

2. To explore with participants ways in which information about employment in New York can be obtained.

3. To help participants utilize the information received about job hunting to improve their present job situation (economical status).

4. To help students discover ways in upgrading their present occupations.

5. To sensitize students to the advantages of using local and state government employment agencies (services).

6. To develop an awareness of the multiple services offered to a foreign adult residing in this city free of charge.

7. To help students develop positive attitudes toward the job interview.

8. To sensitize students to the needs of developing job hunting skills, such as composing their own resumes, letters for job applications, filling out job applications, making interview appointments, etc.

9. To sensitize students of the importance of personal grooming and proper behavior when going for a job interview.

10. To help students look at the general working conditions, the environment of the job--not solely at the salary.

C. SKILLS:

1. To be able to distinguish between a private and a public employment agency.

2. To be able to read easily the classified section of local newspapers and know where and what to look when seeking a particular job o career.

3. To master vocabulary and abbreviations used in the want ads section of the papers.

4. To develop job hunting skills:
   1) writing of a resumé
   2) letter of application for a job
   3) filling in job applications
   4) making interview appointments
   5) follow-up interview call

5. To be thoroughly acquainted with the before, during and after interview preparation.

6. To be able to list 5 local employment agencies.

7. To be able to list 5 local vocational or on-the-job training programs.

8. To be able to list the types of free services provided by the local government employment agencies.

9. To be able to list 5 sources to use when seeking a job in the city.

10. To be able to list the problems a foreign adult encounters when looking for a job in a foreign country, or a big city like New York.

III. TECHNIQUES/METHODOLOGY:

A. Introductory class exercise: ask students to name sources or steps to be taken when looking for a job in the city.

B. Class Discussion/Lecture.

C. Student sharing of personal experience:

1. Problems encountered by the foreign adult when looking for a job in New York.

2. Answer and discuss, "What do you do when looking for a job?" Have a student write on the blackboard the class's suggestions.

D. Class participation:

1. Role-playing - a job interview.

2. Students' comments about the interview:

a. personal appearance checklist
b. personal appearance evaluation
c. interview assessment

E. Assignment:

1. Students will be given newspapers ads - they are supposed to read them aloud identifying the abbreviations.

2. Class is divided into 2 groups:

1. Group A: they fill in a job application

2. Group B: they compose a letter applying for a job using the want ad given to them

F. Closure:

1. review

2. administrative details

3. reinforcement: filmstrip "Job Survival Skills" from Singer (in our library).

IV. EVALUATION:

A. Teacher evaluation:

1. student feedback

2. class observation

B. Student evaluation:

1. class evaluation sheet

2.

V. RATIONALE:

To develop confidence in job hunting techniques.

SURVIVAL KIT FOR NEW YORKERS

Listing of local and state employmnet offices
" " " vocational agencies
" " " on-the-job training programs for minorities

HOW TO SECURE HELP in English, Spanish and French (free)

A SURVIVAL KIT FOR NEW YORKERS (Call for Action) by WMCA $1.95 (latest edition)

Free brochures: (select the appropriate ones)

Attachment 9
Personnel Evaluation

YORK COLLEGE
DIVISION FOR ADULT/CONTINUING EDUCATION

PERSONNEL EVALUATION

Name of Employee: _____

Job Title: _____ DATE: _____

Supervisor: _____

Project: _____

Evaluation Date: _____

	Poor	Less Than Acceptable	Acceptable	More than Acceptable	Excellent
I. Program/Job Knowledge					
Understanding of goals and purposes of the program	1	2	3	4	5
Understanding of specific job definition.	1	2	3	4	5
Understanding of role in relationship to other Division programs.	1	2	3	4	5
II. Job Performance					
Quality of work (accuracy, efficiency and completeness)	1	2	3	4	5
Quantity of work (amount produced)	1	2	3	4	5
Ability to work independently.	1	2	3	4	5
Ability to plan and organize work assignments.	1	2	3	4	5
Accountability for assigned work.	1	2	3	4	5

Job Performance (Cont.)

	Poor	Less Than Acceptable	Acceptable	More Than Acceptable	Excellent
Ability to make work-related decisions on own.	1	2	3	4	5
Ability to make appropriate judgments on work-related issues.	1	2	3	4	5
Ability to seek appropriate supervision/advice/help when needed.	1	2	3	4	5
III. Work Habits					
Attendance	1	2	3	4	5
Punctuality	1	2	3	4	5
Personal Appearance	1	2	3	4	5
Presentation of Work Assignments	1	2	3	4	5
IV. Relationship with Others					
Ability to relate to peers.	1	2	3	4	5
Ability to relate to other office personnel.	1	2	3	4	5
Ability to relate to students/individuals/participants in Division programs.	1	2	3	4	5
Ability to relate to supervisory staff.	1	2	3	4	5

V. Professional Growth and Development	Poor	Less than Acceptable	Acceptable	More Than Acceptable	Excellent
Resourcefulness in solving work-related problems.	1	2	3	4	5
Originality in devising new approaches to job tasks.	1	2	3	4	5
Ability to accept and act upon supervisory suggestions.	1	2	3	4	5
Ability to move beyond limits of job function to tale on extra assignments.	1	2	3	4	5

VI. Significant Strengths

_____

_____

_____

_____

Significant Weaknesses

_____

_____

_____

56 _____ Signed: _____

_____ Title 57

I have reviewed this report on the date indicated and have had the opportunity to discuss it with my supervisor. My signature does not necessarily signify agreement. I understand that I may submit a rebuttal.

Signature of Employee _____ Title _____ Date _____

YORK COLLEGE
Division for Adult/Continuing Education

Attachment 10
Participant Reactionnaire

CLASS REACTIONNAIRE

Term _____

Course _____ Date _____

THIS FORM IS FOR YOUR OPINION OF THE CLASS YOU HAVE ATTENDED AND FINISHED. PLEASE CHECK (✓) THE PLACE THAT INDICATES YOUR OPINION.

	Excellent	Very Good	Good	Fair	Bad
1. The class was					
2. The teacher was					
3. The lessons were					
5. The material we used was					
6. For what I wanted to learn, the class was					

PLEASE FILL IN THE FOLLOWING SENTENCES IF YOU WANT TO.

1. The things I liked best about the class were:
   a. _____
   b. _____
   c. _____

2. The things I did not like about the class were:
   a. _____
   b. _____
   c. _____

3 Next cycle I want to study:
   a. _____
   b. _____
   c. _____

4. I am interested in other classes like:
   a. _____
   b. _____
   c. _____

5. Additional ideas and suggestions:
   a. _____
   b. _____
   c. _____

Attachment 11
ESL Reactionnaire

YORK COLLEGE
Division for Adult/Continuing Education

ENGLISH AS A SECOND LANGUAGE

QUESTIONNAIRE

Teacher's name: _____ Date: _____

We want your opinion about the course you just finished. Please answer every question. You may choose more than one answer. Place an X in front of your choice:

1. What are the GOOD things about your class?

2. What are the BAD things about your class?

3. Do you have any suggestions to make the class <u>better</u> for you?

4. What did you learn?

5. What is your feeling about the teacher?

6. I would like <u>more</u> practice with

_____ reading.
_____ writing.
_____ speaking.
_____ listening.
_____ homework.
_____ free conversation.
_____ job-related activities.
_____ pronunciation.

7. I would like less

_____ reading practice.

_____ writing practice.

_____ speaking practice.

_____ listening practice.

_____ dictation.

_____ homework.

_____ free conversation.

_____ job-related activities.

_____ pronunciation practice.

8. How is the work is your class?

	Too easy	OK	Too hard
Reading	_____	_____	_____
Writing	_____	_____	_____
Listening	_____	_____	_____
Speaking	_____	_____	_____
Homework	_____	_____	_____
Dictation	_____	_____	_____

9. When would you like your ESL classes?

_____ Monday and Wednesday evenings

_____ Tuesday and Thursday evenings

10. When would you like the seminars?

_____ Saturday mornings (10:00 a.m. - 1:00 p.m.)

_____ Wednesday evenings (6:00 p.m. - 9:00 p.m.)

Another time? _____

Attachment 12
ESL Reactionnaire
(Spanish)

YORK COLLEGE
Division for Adult/Continuing Education

ENGLISH AS A SECOND LANGUAGE

Q U E S T I O N N A I R E

Nombre del profesor(a): _____ Fecha: _____

Queremos saber su opinión acerca del curso que va a terminar. Sírvase contestar cada pregunta. Puede escoger más de una respuesta. Coloque una X en frente de su respuesta, cuando tenga que escoger entre varias respuestas:

1. Enumere lo que Ud. considera BUENO de su clase:

2. Enumere lo que Ud. considera MALO de su clase:

3. ¿Tiene algunas sugerencias para MEJORAR su clase?

4. ¿Díganos qué aprendió Ud. durante este ciclo?

5. ¿Qué opinión tiene Ud. acerca de su profesor(a)?

6. Yo desearía más práctica en

_____ la lectura en inglés. _____(mencione otra cosa)

_____ la escritura en inglés.

_____ conversación en inglés.

_____ escuchar inglés.

_____ cosas relacionadas con el trabajo.

_____ pronunciación del inglés.

7. Me gustaría menos práctica en

_____ la lectura del inglés.

_____ la escritura del inglés.

_____ la conversación en inglés.

_____ escuchar inglés.

_____ cosas relacionadas con el trabajo.

_____ pronunciación del inglés.

_____ dictados en inglés. _____ tareas.

8. ¿Cómo era su clase de inglés?

	Muy fácil	Buena	Muy difícil
Lectura	_____	_____	_____
Escritura	_____	_____	_____
Escuchar el inglés	_____	_____	_____
Tareas en inglés	_____	_____	_____
Dictados en inglés	_____	_____	_____

9. ¿Qué días le gustaría tener las clases de ESL (inglés)?

_____ lunes y miércoles por la noche

_____ martes y jueves por la noche

10. ¿Cuándo le gustaría que se dieran los seminarios?

_____ los sábados por la mañana (de 10 a 1 de la tarde)

_____ los miércoles por la noche (de 6 a 9 de la noche)

¿En qué otro día? _____

UNDERSTANDING THE WORLD OF WORK
(A program for foreign adults)

YORK COLLEGE
DIV. FOR ADULT AND CONT. EDUC.

Q U E S T I O N N A I R E

CYCLE: ___

DATE: _____

NAME: _____

ADDRESS: _____ Apt.#: _____
(Street)

_____
(Borough) (State) (Zip Code)

MARK AN X ON THE BLANK SPACES THAT BEST APPLY TO YOUR SITUATION
(You may choose more than one answer)

1. WHY DO YOU WANT TO COME BACK TO THE PROGRAM FOR ANOTHER CYCLE?

   a. Be with friends or make new friends.

   b. Be with the same teacher.

   c. Learn something useful for daily life.

   d. Improve my English.

   e. Help others with information received.

   f. Personal enjoyment.

2. WHY DID YOU CHOOSE THIS PROGRAM?

   a. Location is convenient (easy to reach).

   b. Does not cost much money.

   c. Known for good courses.

   d. Known for good teachers.

   e. Known for good organizations.

   f. Other reason: _____.

3. SINCE YOU ENROLLED IN THIS PROGRAM, WHICH OF THE FOLLOWING GOALS OR PLANS HAVE YOU ACCOMPLISHED?

___a. High School Equivalency.

___b. Enrollment in a vocational school.

___c. Enrollment in college.

___d. Found work.

___e. Found a better job.

___f. Applied for a professional license.

___g. Applied for a license to start own business.

4. HOW DO YOU PLAN TO USE THE EDUCATIONAL EXPERIENCE AND INFORMATION RECEIVED IN THIS PROGRAM?

___a. Find a job.

___b. Find a better paying job.

___c. Get a high school equivalency.

___d. Go to college.

___e. Get vocational or business training.

___f. Apply for a professional license.

___g. Apply for a license to start my own business.

5. WHAT DAYS OF THE WEEK ARE MOST CONVENIENT FOR YOU TO ATTEND CLASS?

___a. Monday

___b. Tuesday

___c. Wednesday

___d. Thursday

___e. Friday

___f. Saturday

6. WHAT TIME OF THE DAY IS CONVENIENT FOR YOU TO TAKE A COURSE IN ENGLISH AS A SECOND LANGUAGE?

Mornings	Afternoons	Evenings	Saturdays
__a. 8-10	__a. 1-3	__a. 6-8	__a. 9-12
__b.10-12	__b. 3-5	__b. 7-9	__b.10-1

7. HOW MUCH WOULD YOU BE WILLING TO PAY FOR TAKING A COURSE IN ENGLISH AS A SECOND LANGUAGE?

___a. Between $ 5.00 - $10.00

___b. Between $11.00 - $15.00

___c. Between $16.00 - $20.00

___d. Between $21.00 - $25.00

___e. More than $25.00

___f. Nothing

8. WHAT SCHEDULE IS MORE CONVENIENT FOR YOU TO TAKE THE SEMINARS?

WEDNESDAYS	SATURDAYS
__a. 6-9	__a. 10-1
	__b. 11-2

9. WHAT DIDN'T YOU LIKE ABOUT THE PROGRAM?

___a. Constant changes of classes.

___b. Changes of teachers.

___c. Lack of discipline in the classes.
(Noise, conversation, arriving late to class, etc.)

___d. Changes in schedule due to the absence of teachers.

___e. Lateness of the teachers.

___f. Other reasons: _____.

10. IS THERE ANY REASON FOR YOUR COMING LATE TO CLASS?

___a. Work overtime.

___b. Live far from the school.

___c. Eat before going to school.

___d. Home and family responsibilities.

___e. Rest from the job before going to school.

___f. Delay in the buses and subways.

___f. Other reasons: _____.

11. IN WHAT WAY DID THE PROGRAM HELP YOU?

___a. To begin a career.

___b. To know myself better.

___c. To make better decisions about work (career).

___d. To improve relations at work with the boss and co-workers.

___e. To improve relations with the family.

___f. Other reasons: _____.

12. DID YOU ENROLL IN THE SEMINARS?

Yes ___ No ___

13. WHY DID YOU ENROLL IN THE SEMINARS?

___a. Requirement of the program.

___b. Curiosity.

___c. Influence of friends.

___d. To get better information about schools, license, jobs.

___e. Other reason: _____.

14. WHAT DID YOU THINK ABOUT THE CONTENT OF THE SEMINARS?

___a. The material was appropriate.

___b. I acquired information and knowledge that will help me to find a job.

___c. I acquired information and knowledge that will help me perform better at the job.

___d. The topics were appropriate for our actual needs.

___e. Other reason: _____.

15. WHY DIDN'T YOU ENROLL IN THE SEMINARS?

___a. I already have a job and find no need for them.

___b. The required time for each session is too long.

___c. I need someone to take care of the children.

___d. I didn't get enough information about the seminars.

___e. They don't interest me.

___f. Other reasons: _____.

16. HOW DID YOU LEARN OF OUR PROGRAM?

___a. Article in the newspaper.

___b. Posters in public places.

___c. Ex-students of the program.

___d. Sent from an agency or office of the community.

___e. Information through mail.

___f. Other reason: _____.

EG/lw

Attachment 14
Teacher Evaluation of Program

YORK COLLEGE
Division for Adult/Continuing Education

UNDERSTANDING THE WORLD OF WORK
A Program for Foreign Adults

NAME: _____

DATE: _____

QUESTIONNAIRE

This questionnaire is intended to provide the program with information that we can use to help improve next year's program. Please answer each question as candidly and fully as possible.

I. Relative to program administration: (Please circle the answer that best applies to your feelings)

A. Staff

1. To what degree did you find the supervision provided by the coordinator helpful?

not at all a little somewhat quite helpful very helpful

Comments: _____

_____

2. To what degree did you find the **counselor's** input helpful? (Her presence at the classes, relationship with students, information provided, etc.)

not at all a little somewhat quite helpful very helpful

Comments: _____

_____

3. To what degree did you find the student aides helpful? (Taking attendance, duplicating materials, calling students, etc.)

not at all a little somewhat quite helpful very helpful

Comments: _____

_____

B. Program Design

1. To what extent did you feel the time frame chosen for the program (weekday, evenings 7-9) suited participant's scheduling needs?

not at all suited only some somewhat suitable quite suitable very well suited

Comments: _____

_____

2. To what degree did you feel the number of class hours (4 hrs. per week/10 weeks) provided adequate time for students to learn?

not adequate at all somewhat adequate adequate need a little more time need a lot more time

Comments: _____

_____

3. To what extent did you feel the seminars supported the ESL classes?

not at all a little somewhat pretty much a great deal

Comments: _____

_____

II. Are there any features of the program (people, situations, experiences you have had) that would consider outstanding? Please explain.)

_____

_____

_____

III. Are there any features of the program (people situations, etc.) that you would consider negative? Please explain.

_____

_____

_____

IV. Are there any suggestions you have for improving:

A. Classes _____

_____

B. Program in general _____

_____

_____

Understanding the World of Work (Questionnaire)

VI. Are you interested in continuing to teach ESL next year?

yes_____ no_____

Availability:	Morning	Afternoon	Evening
	Days	Days	Days